

Mark Scheme (Results)

Summer 2021

Pearson Edexcel International Advanced Level in History (WHI04/1A)

Paper 4: International Study with Interpretations

Option 1A: The Making of Modern Europe, 1805-71

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2021
Question Paper Log Number P67053A
Publications Code WHI04_1A_rms_20210604
All the material in this publication is copyright
© Pearson Education Ltd 2021

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 4

Section A

Targets: **AO1 (5 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	**5–8**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	**9–14**	• Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.
4	**15–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.

5	**21–25**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section B

Target: **AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–8**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**9-14**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**15–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

5	**21–25**	• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. • Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative content

Option 1A: The Making of Modern Europe, 1805-71

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Britain was the European power most influential in the downfall of the Napoleonic Empire. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Napoleon was unsuccessful in combatting Britain's sea power, either in naval warfare or trade warfare • Napoleon was unable to compete with Britain's financial strength in the trade war • The economic war with Britain forced Napoleon to make decisions that undermined his previously successful domination of mainland Europe • Napoleon was forced into a reactive war with Britain rather than a proactive war and so was unable to control events as he would have liked. Extract 2 • It was Russia that posed the greatest challenge to Napoleon's Empire; his defeat in Russia was a turning point for the Napoleonic Empire • Napoleon's alliance with Russia was only ever going to be temporary as their mutual interest in dominating the Near East could only lead to conflict • Napoleon's defeat in Russia came from a combination of Russian military tactics and Russian geography • Napoleon's decision to invade Russia proved to be a costly mistake which ultimately ended with Napoleon being forced to retreat. Candidates should relate their own knowledge to the material in the extracts to support the view that Britain was the European power most influential in the downfall of the Napoleonic Empire. Relevant points may include: • After the defeat of the French and Spanish navies at Trafalgar in 1805, Britain remained in control of the war at sea until 1814 • Britain's naval victories enabled it to prosecute a very effective trade war with Napoleon; British shipping was able to subvert the reciprocal boycott of goods by smuggling goods into the Napoleonic Empire • Napoleon's enforcement of the Continental System ultimately led to the disastrous Iberian occupation and Russian campaign, and to widespread resentment across Europe of the Napoleonic occupation • Britain contributed militarily and materially to the downfall of Napoleon, e.g. Wellington's successful Peninsular campaign, Castlereagh's diplomacy involving loans to allies, and military supplies to Napoleon's enemies.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Britain was the European power most influential in the downfall of the Napoleonic Empire. Relevant points may include: • Military defeat forced Tsar Alexander I to sign the Treaty of Tilsit (1807) but he was never going to accept a permanent alliance with Napoleon; Alexander believed he had a divine duty to lead the European challenge • The Russian campaign was not only Napoleon's first major defeat but led to subsequent problems, e.g. the massive loss of horses during the campaign and the retreat had a significant impact in 1813-14 • Russia took advantage of the victory, and the decimation of Napoleon's forces, to continue the war into central Europe, eventually gaining the support of Prussia and Austria in the coalition of 1813-14 • Other European powers played a prominent role, e.g. Prussia, Austria.

Section B: Indicative content

Option 1C: The World Divided: Superpower Relations, 1943–90

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of the increasing importance of Prussia for the growth of nationalism in Germany in the years 1815-48. Arguments and evidence that the increasing importance of Prussia was significant for the growth of nationalism in Germany in the years 1815-48 should be analysed and evaluated. Relevant points may include: • Prussia's creation of the *Zollverein* in 1833 provided a practical example of how German states could work together to create an economic advantage • Prussia was one of the main drivers of railway expansion in Germany in the 1840s; railways provided a means of inter-state communication but also allowed the spread of radical ideas such as nationalism • Prussia was central to the German Confederation confrontation with France over the Rhineland in 1840; the crisis invoked a strident German nationalist response reflected in the song 'The Watch on the Rhine' • Frederick William IV's calling of the United Diet of Prussia in 1847 gave hope to German liberal-nationalists that Prussia might be a potential focus for future national leadership • The growing importance of Prussia, and the geographical spread of its territories from east to west, encouraged some German nationalists to support Prussia as the potential leader of a *Kleindeutschland* • In 1848, as Habsburg power seemed to collapse under the weight of the revolutions, many in the Frankfurt Assembly began to consider Frederick William IV as a potential leader of a *Kleindeutschland.* Arguments and evidence that of the increasing importance of Prussia was not significant/other factors were more significant for the growth of nationalism in Germany in the years 1815-48 should be analysed and evaluated. Relevant points may include: • Neither Frederick William III nor Frederick William IV had any intention of undermining the conservative and reactionary basis of the German Confederation agreed in 1815 • The benefits to German nationalism gained from Prussian economic developments, such as the *Zollverein*, in the 1830s and 1840s were a by-product of Prussian policies and not intended to bring Germany together • The reactionary and repressive policies of Metternich were more influential in the growth of nationalism, as they provided German nationalists with a reasoning for their actions and justification for their cause • It was the continued revival of German cultural nationalism post-1815 that provided the main strength of German nationalism; a shared language, the myth of Frederick Barbarossa, shared cultural traditions. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether events in Italy, in the years 1859-70, resulted in the expansion of the power of Piedmont rather than the unification of Italy. Arguments and evidence that events in Italy, in the years 1859-70, resulted in the expansion of the power of Piedmont should be analysed and evaluated. Relevant points may include: • As a result of the Second War of Independence, in 1859 Lombardy was handed over to Piedmont by France and the plebiscites in the northern states agreed to annexation by Piedmont • Garibaldi fought the war in the south in the name of Victor Emmanuel II of Piedmont and was effectively forced to hand over the south to Victor Emmanuel at Teano (1860) • After 1860, the government, military and economy of the Kingdom of Italy was dominated by Piedmontese officials, structures and laws; the South, in particular, resented this 'Piedmontisation', e.g. the 'Brigands' War' • Victor Emmanuel II kept his regnal number as King of Piedmont rather than proclaiming himself Victor Emmanuel I of Italy. Arguments and evidence that events in Italy, in the years 1859-70, resulted in the unification of Italy should be analysed and evaluated. Relevant points may include: • The liberation of territory controlled by Austria in the years 1859-66 was fought in the name of Italian independence • It was one of the most significant Italian nationalists, Garibaldi, who engineered the liberation of the south from Bourbon rule and encouraged the unification of north and south • In 1861, the north and south of Italy was united under the Kingdom of Italy with a constitutional monarchy • The new Kingdom of Italy was governed as a nation-state with national economic, social and defence policies and structures • In 1870, the territorial unification of Italy was completed, with the addition of Rome and the declaration of Rome as the capital city. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom